

THE GEORGE WASHINGTON UNIVERSITY  
Washington, D.C.

MINUTES OF THE REGULAR MEETING  
OF THE FACULTY SENATE HELD ON  
DECEMBER 14, 2001, IN THE ALUMNI HOUSE

The meeting was called to order by Vice President Lehman at 2:20 p.m.

Present: Vice President Lehman, Registrar Geyer, Parliamentarian Pagel;  
Deans Folkerts, Futrell, Phillips and Southby; Professors Cawley,  
Divita, Duff, Gallo, Griffith, Gupta, Haque, Harrington, Kennedy,  
McAleavey, Mergen, Miller, Pelzman, Robinson, Simon, West,  
Wilmarth, and Yezer

Absent: President Trachtenberg; Deans Harding, Tong, Williams, and Young;  
Professors Castleberry, Glascock, Hoare, Johnston, Maggs, Nagy,  
Thornton, and Zaghoul

APPROVAL OF THE MINUTES

Vice President Lehman requested approval of the minutes of the regular Senate meeting of November 9, 2001. The minutes of the meeting were approved as distributed.

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

RESOLUTIONS

I. RESOLUTION 01/3 "A RESOLUTION ON RETIREMENT BENEFITS"

Professor Kennedy, Chair of the Appointment, Salary, and Promotion Policies Committee, read the text of Resolution 01/3 and changed the wording in the last line of Paragraph (2) in the Resolving Clause to read: "that the Faculty Handbook note that retirees may request such assistance; and."

Professor Yezer moved that the phrase "who have been and intend to remain active in their scholarly fields will" be deleted from the last line of Paragraph (1) in the Resolving Clause since none of the services requested involved large expenditures. The motion was seconded.

Professor Emeritus Peter Hill spoke in support of the Resolution. Saying that the ability of faculty to retain voice and e-mail after retirement might seem very minor, but, for those faculty who remain active, it signals publishers and colleagues in the same field at other universities that they are still associated with G.W. In 1998, he said, a poll of approximately 300 emeritus faculty showed that 31, or about 10%, remained engaged in

research or other professional activities after retirement. That would seem a small number, he added, but these faculty were still producing books and articles.

Professor Hill spoke briefly about the costs of providing the services described in the Resolution. He said that voice mail accounts cost approximately \$8.00 per month, which would cost the University less than \$100 for a year of service for retired faculty, after which faculty would pick up the tab. While there was a charge, he said, for an e-mail account, it had not been possible for anyone to determine what this cost might be, but Professor Hill said that his impression was that the cost would be negligible.

Professor Hill pointed out that the second and third Resolving Clauses spoke to what might be termed "courtesies" that might be extended to retirees, such as help in getting relocated, and the possibility of obtaining shared office space. The inclusion of these retirement benefits in the Faculty Handbook, he said, would alert those who are about to retire of services available to them. Professor Hill suggested that a logical place to include this information might be at the end of Section 3 of the Handbook. Professor Hill then urged the Senate to adopt Resolution 01/3 to show that the Senate cared about its retiring faculty members.

Professor Griffith asked Professor Hill if his impression after polling emeritus faculty was that about 10% would remain active, and Professor Hill said he thought that was the case, and he would not expect the number requesting these services to be much greater than that. Professor Griffith then said that he supported Professor Yezer's amendment. The question was called on the Yezer amendment, a vote was taken, and the amendment to Resolution 01/3 was approved.

Professor Mergen asked if it was the intent of the resolution to regularize the provision of benefits to retiring faculty, because there seems to be a considerable discrepancy between departments in benefits provided at present. Vice President Lehman said that he thought this was a very important question, particularly with respect to the provision of shared office space. Since space available to house GTA's and part-time faculty in the departments varies widely, it is not clear that provision of shared office space would always be possible, and to make it uniform across departments probably could not be achieved.

The question was called on the original motion as amended, a vote was taken, and Resolution 01/3, as amended, was adopted. (Resolution 01/3, as amended, is attached.)

II. RESOLUTION 01/4 "A RESOLUTION ON THE FACULTY STATEMENT CONCERNING STRATEGIC PLANNING FOR ACADEMIC EXCELLENCE"

Professor Duff, Chair of the Educational Policy Committee, reviewed the major features of the Resolution. The first WHEREAS clause, he said, was simply a recitation of the Faculty Code statement on joint governance. The second and third, he added, were somewhat related, with the second pointing out that faculty involvement should be sought

from the beginning, especially on a project as important as the Strategic Planning for Academic Excellence. The third clause, he said, points out that the Faculty Senate is the obvious choice to achieve faculty involvement, and the failure to involve it is an action contrary to the spirit of Resolution 91/3 adopted, as amended, October 11, 1991. Finally, he said the fourth clause was the heart of the matter – that the criteria for Strategic Planning and Excellence are vague, the goals unclear, and the process flawed.

The process has also, Professor Duff noted, accelerated at an incredible speed. Faculty first received a memorandum from the Academic Vice President on November 14, just a month ago. Columbian College was then asked for its letters of intent a couple of days ago. Factoring in the Thanksgiving holiday, this did not allow much time. As a result of all of the above, he said, the Resolution concluded by asking that this Strategic Planning project be put on hold for an academic year. This would allow an opportunity, he said, to more clearly define the criteria, goals, and process, and would allow adequate time for the formulation and submission of thoughtful faculty proposals.

Professor Pelzman commended Professor Duff and his Committee for an excellent Resolution. An issue that is dealt with in contract law, he said, is that of unconscionability, and this can be substantial or procedural. At some point, what begins as procedural unconscionability can become substantial unconscionability. At issue, he said, was the definition of who represents the faculty. If the Vice President could choose representatives of the faculty, the Faculty Senate might as well be disbanded. If, on the other hand, the Faculty Senate, members of which are elected by fellow faculty members, represents the faculty, then the Senate should have been advised and consulted about the formulation of advisory Committees in the Strategic Planning process. To do otherwise, he said, was to embark upon a slippery slope, and the more the Senate is bypassed, the more disenfranchised it is. The Senate essentially would become a rubber stamp, he said, and this is not its proper role.

The second issue, Professor Pelzman said, was that of the criteria for excellence. Many faculty, he said, serve as referees for scholarly books and journals, and since faculty publish and do research, faculty know what excellence is and the Resolution is correct in observing that academic excellence can best be discerned by faculty. If one reads the criteria, and the preamble to the criteria, and examines the selection process involved in Strategic Planning, it appears that it involves converting an existing part of endowment assets into funded research. This is an interesting criterion, he said, since it asked, in other words, "can you generate funds." If so, he added, then such entities can become an excellent source for the University to support. But, he continued, support was not defined. Faculty would be running around like chickens with their heads cut off to compete for an

unknown prize. This is called a contest, he said, but it's an asymmetric contest because the administration has answers but the faculty does not, and in fact the faculty does not even know what is at stake.

Professor Pelzman concluded by reiterating his support for the Resolution because faculty need to send a message to the administration -- and that message is -- if the administration wants to recreate what they consider to be the representatives of the faculty, they should disband the Senate. If they do not do this, the Senate should be allowed to participate. Secondly, he said, if the University wanted to create a process to look for excellence, instead of creating "a rush for excellence," sufficient time should be allowed, and the rewards for participating should be disclosed in addition to possible resource reallocations. Of special importance, he said was whether or not there are monies to be held back, because every time the administration retains money, it amounts to a tax on those elements of the University who are doing very well; it is not a tax on those elements of the University which are doing badly.

Professor Yezer spoke in opposition to the Resolution, adding that he would actually commend the administration for doing the same things that have been done successfully at other universities. The procedure utilized by the administration, he said, was not uncommon at all as a strategy to achieve academic excellence. He said that the tone of the Resolution is very negative, and it would be an unfortunate message to send when the administration was actually doing something right. Professor Yezer said that he had participated in many planning exercises at the University, and some were useful, and some were not. Strategic Planning for Excellence would be a useful exercise, he thought. He then pointed out that faculty were involved in the process, and their ideas were being solicited. There was also no way, he said, to eliminate all conflicts of interest on any planning group of faculty. If, he said, the Senate were concerned about the method utilized by the administration to select faculty to participate in the planning process, an alternative way of choosing might be suggested, but the resulting group would be just as deeply conflicted as another. As to the claim that enough time had not been allowed for planning, Professor Yezer said that any unit at the University which has not developed a plan would be unlikely to be selected as a center for excellence. Further, he said that this stance implies incompetence. As to the issue of financing, he said he would suggest that people simply generate scaleable plans, which is done all of the time in industry. In conclusion, Professor Yezer said that he thought the Resolution was inflammatory, and would send the wrong message, and he reiterated his commendation of the administration and its support of a planning process which as a matter of fact, was long overdue.

Professor McAleavey spoke in opposition to the Resolution, and in support of Professor Yezer's remarks. He said he was discouraged by the 4<sup>th</sup> and 5<sup>th</sup> Whereas Clauses in particular. He said it seemed to him that in a broad sense, the goals of the Strategic Planning process were reasonably clear. He said he also agreed with Professor Yezer that any committee process would be flawed, and he added that he thought everyone had seen a flawed process produce decent results. Furthermore, he said it seemed to him that



the Strategic Planning and Excellence process might be an abnormal circumstance as cited in Resolution 91/3, and moreover, it would be unworkable for the administration to seek Faculty Senate approval for the formation of every committee.

Professor Gallo said that she would not repeat what Professor Yezer and McAleavey had said, but that she, too, opposed the Resolution for the reasons already cited.

Professor Wilmarth said he had not intended to speak as he had not thought there would be opposition to the Resolution. He said he was greatly concerned by the exclusion of the Senate from the Strategic Planning process. This tended to reinforce the viewpoint that the Senate was considered by the administration to be increasingly irrelevant, a view which he said was unfortunate and contrary to the principles of shared governance embodied in the Faculty Code. There was nothing, he said, more central than strategic planning, and all constituents should be involved in it, including the elected representatives of the faculty, i.e., the Faculty Senate. Professor Wilmarth then moved that a new Paragraph 3) be inserted in the Resolving Clause of the Resolution to read " 3) encourage broad faculty participation in the formulation of strategic planning goals within each school," and the current Paragraph 3) would then become Paragraph 4). His motion was seconded.

Vice President Lehman responded to Professor Wilmarth by saying that, in fact, one of the first things he had instituted when he became Vice President was strategic planning. All of the schools have strategic plans and/or strategic directions, he said, and most departments do as well, and these plans have been reviewed consistently on a yearly basis and have been an integral part of each dean's annual report. As a starting point for any discussion about where the University stands concerning strategic planning, he said, it is important to note the continuing nature of this process.

Professor Yezer spoke in opposition to Professor Wilmarth's amendment, saying he supported the sort of "bottom-up" planning process involved in Strategic Planning. Discussion followed by Professors Duff, Pelzman, and Simon. The question was called on the Wilmarth amendment, a vote was taken, and the amendment was approved.

Professor Griffith spoke in favor of the Resolution and outlined something of the history of Resolution 91/3. This was adopted, he said, in the early years of the Trachtenberg administration, when the President would claim that he had consulted the faculty about a particular matter. Upon investigation, it would become evident that some small group of faculty had been asked for its advice, and the President then thought consultation had been satisfied because he had talked to this group. The Senate, he said, did not think this was meaningful consultation, and so Resolution 91/3 was adopted, and the President largely agreed with it, saying that faculty consultation should be carried out through the Senate, perhaps not always, and particularly not in emergencies when time did not permit it.

Professor Griffith then said that he thought when faculty are named by the administration to a University-wide Committee, they are not answerable to their colleagues

in a way that Senate members elected by their Schools are. Senate members have a level of visibility and accountability which lends legitimacy to their deliberations.

Professor Griffith then spoke about what has been termed "the rush to excellence," agreeing with Professor Pelzman that faculty do not know how much money is involved in the Strategic Planning and Excellence process, or what the prize is. Although the Board of Trustees seems to support the process, he said, it is not clear if they are willing to draw down the endowment, or commit to fundraising. Instead, faculty have been asked to simply name some of the projects they favor and then it will be determined if money can be found for these purposes, and this is very frustrating.

Professor Griffith then pointed out the difference between strategic planning done by departments and Schools on an ongoing basis, and the Strategic Planning and Excellence process. He said that ongoing planning typically involved faculty making plans and setting goals, without the prospect of obtaining additional resources. Strategic Planning and Excellence holds out the possibility that unidentified resources might be available, but the resources are not identified, thus scaling proposals as suggested by Professor Yezer is very difficult since not even a starting point is identified. Finally, he said, if the University wished to encourage interdisciplinary proposals, there is hardly anything more difficult than negotiating proposals between different academic units, and it certainly cannot be done in three weeks.

Professor Robinson said that she agreed with Professor Pelzman with respect to process. She then asked about the history of this process, and whether or not the President had first expressed his views and plans concerning Strategic Planning and Excellence in June to the Board of Trustees at a retreat. Vice President Lehman said that that was correct, and that the Board had requested that the President present his vision for Academic Excellence along with instituting strategic planning to achieve it. The President, he said, chose to begin this process in June, 2001. Professor Robinson then observed that Strategic Planning and Excellence had been announced to the Faculty Assembly in mid-October, but that the Faculty Senate Executive Committee's input into the process had not been solicited. It would not have been difficult to do this, she said, inasmuch as the Executive Committee had met both in August and September and could have been consulted at the beginning of the process. The Faculty Senate could also have been consulted at their meeting in September.

Professor Robinson then read the President's response to Resolution 91/3 which said, "the administration will endeavor to consult with the Faculty Senate, as appropriate . . . we would not anticipate that there would be many occasions when consultation is overlooked or determined inappropriate but we would be reluctant to surrender flexibility as a matter of policy." She added that it seemed to her that there were no abnormal circumstances that would prevent the administration from at least asking the advice of the Senate on the best method of approaching Strategic Planning and Excellence,

or upon the formulation of Committees to carry it out. The issue, she said, really went back to the beginning of the process, and she added that she agreed with Professor Pelzman about the role of the Faculty Senate in representing the faculty.

Professor Yezer reiterated his opposition to the Resolution. Professor Gallo asked Vice President Lehman how the administration could defend the lack of Senate involvement. Vice President Lehman replied that the original planning process involved the Board of Trustees and the administration working together, and that he had said from the very beginning relative to the Academic Excellence Committee that he wanted this to be done by faculty. In order to accomplish this, he said, he requested that the deans elect, if possible, or appoint, Committee members. Since the beginning of the process, he said, he felt it was totally a faculty process, and his desire for full faculty participation beginning in the departments and moving upward in all of the schools satisfied him that faculty had been properly involved.

Professor Pelzman then asked Vice President Lehman why, when he met with the Executive Committee once each month, he had not consulted them. Vice President Lehman said that he thought, in effect, that what he was doing was involving the faculty adequately, but that he would have no problem at all if the Faculty Senate wanted to appoint someone to the Academic Excellence Committee. He added that he had full confidence in everyone currently serving on this Committee.

Professor Wilmarth then asked if extending the deadline until March 15<sup>th</sup> or April 1st for faculty input into the planning process would be a possibility. Vice President Lehman replied that he thought the latest acceptable deadline would be March 1<sup>st</sup> in order to allow time for the Academic Excellence and the Business and Service Committees to accomplish their work together and report to the Board of Trustees in May, 2002.

Further discussion followed on the Resolution by Professors Pelzman, Gupta, Wilmarth, and Duff.

Professor Griffith moved an amendment to the Resolving Clause of the Resolution so that it would read:

[Resolved] That the Administration ~~decelerate~~ postpone its Strategic Planning for Academic Excellence for ~~one calendar year~~ as much as possible in order to: 1) allow for ~~appropriate faculty~~ Faculty Senate input into the ~~constitution of the Committee process~~ that will recommend proposals to the administration; more clearly define the criteria for the proposals, the goals of the program, and the process whereby the centers will be chosen; 3) encourage broader faculty participation in the formulation of strategic planning goals within each school; and 4) allow more adequate time for the formulation and submission of thoughtful faculty proposals.

The amendment was seconded.

Professor Harrington spoke in opposition to the amendment. Professor Robinson asked for the privilege of the floor for Professor Jay Shotel. Professor Shotel said he was a member of the Academic Excellence Committee, and although he had not been appointed by the Faculty Senate, he had been appointed by the Senate to the College of Professional Studies Committee which he thought showed some degree of confidence in his ability to serve on behalf of the Senate. He said that he understood that the Senate felt they weren't consulted concerning his nomination to the Committee, but on the other hand, suggested that there are many faculty who are working very hard in what they believe to be the best interests of the University. He said that he had just met with 25 faculty from the Columbian College the day before, and as he was from the Graduate School of Education and Human Development, that meeting would never have occurred had it not been for the Academic Excellence initiative, and this was something he had not seen happen at GW in his 30 years here.

Discussion concerning Professor Griffith's substitute amendment followed by Professors Gallo, Yezer, Wilmarth and Griffith. Professor Wilmarth suggested two amendments to the substitute amendment. The first deleted the word "decelerate" from the first Resolving Clause of the substitute amendment, and inserted the words "postpone until March 15<sup>th</sup> the deadline for faculty input into." Professor Wilmarth also moved that the words "into the constitution of the committee" be retained in the first Resolving Clause. Professor Griffith said that he would accept the first amendment, but not the second, which would require the deconstitution of a Committee that has worked extremely hard already. Professor Wilmarth agreed to withdraw the second portion of his amendment to the substitute. Professor Gupta seconded the motion. Discussion followed by Vice President Lehman, Professors Wilmarth, Griffith, Gupta, and West on the possibility of changing the deadline from March 15<sup>th</sup> to March 1<sup>st</sup> and it was agreed that March 1<sup>st</sup> would be the deadline. A vote was taken on Professor Wilmarth's amendment (as modified) to Professor Griffith's substitute amendment, and it was approved.

Professor Griffith then read all of the proposed language of his substitute amendment, as it now stood, as follows:

[RESOLVED] That the Administration postpone until March 1<sup>st</sup> the deadline for faculty proposals to the Academic Excellence Strategic Planning Committee in order to: 1) allow for Faculty Senate input into the process that will recommend faculty proposals to the administration; 2) more clearly define the criteria for the proposals, the goals of the program, and the process whereby the centers will be chosen; 3) encourage broader faculty participation in the formulation of strategic planning goals within each school; and 4) allow more adequate time for the formulation and submission of thoughtful faculty proposals.

The question was called on Professor Griffith's substitute amendment, a vote was taken, and the substitute amendment was approved, with one opposed. The question was



then called on Resolution 01/4, as amended, and the Resolution was adopted with three abstentions. (Resolution 01/4 as amended, is attached.)

Professor Duff asked Vice President Lehman if the March 1<sup>st</sup> date cited in Resolution 01/4 was the date proposals were due to the Academic Excellence Planning Committee, and Vice President Lehman responded that that was correct, and that he would send out a memo to the Deans the following Monday indicating that the February 15<sup>th</sup> deadline had been extended to March 1<sup>st</sup>.

#### UPDATE ON THE UNIVERSITY'S PREPARATION FOR INSTITUTIONAL RESPONSE IN THE EVENT OF ANOTHER EMERGENCY

Vice President Freedman began by acknowledging that for everyone in the room, the world had changed on September 11<sup>th</sup>. While the GW University Police Department has considerable expertise in dealing with various crises that we might experience involving law enforcement that could run the gambit from a fire in a building to a limited emergency in the city, nothing prepared it, or the University, for the equivalent of an air raid on that day when terrorists used our own planes and people as instruments of mass destruction. He said he thought that all of America, not just GW, was caught off guard that day when, after watching the damage to the World Trade Center in New York, those of us in D.C. found out that the Pentagon had also been hit, the State Department, World Bank, and various government buildings evacuated, along with rumors of car bombs and sirens sounding everywhere. In addition, 23<sup>rd</sup> Street was closed off, as well as the bridges leading to and from Virginia; at one point there was even a report that the subway had also shut down.

Vice President Freedman said that a number of mechanisms were in place at GW to facilitate crisis communications on September 11<sup>th</sup>, and a means of immediate notification throughout the University was in place using network e-mail, voice mail, and fax. Unfortunately, on September 11<sup>th</sup>, the telephone system upon which these means of communications depend quickly became overloaded and sluggish. In some cases it was hours before people received faxes, e-mails, or voice mail; in other cases, with the large number of classes being held during the morning hours, faculty conducting coursework in classrooms had no way of finding out exactly what was going on, and eventually the University had to rely on a very basic system of runners going around the University to keep people informed.

Vice President Freedman continued, saying that since that time, GW, like many entities, not just in Washington and New York, but across the nation, has gone back to the drawing board, to research and consider options for expanding crisis management operations. In addition to putting in place many programmatic elements such as town hall meetings, seminars, and symposia, GW upgraded its website with a prominent link on the homepage to "America on Alert – latest information for the GW community." Designed as a first resort source of information, the University updates this page each day on topics ranging from the status of the campus, to information about University mailrooms testing



negative for anthrax, to sources of counseling for students, staff, and faculty members, and a message for students studying abroad. Also provided is the latest information from the White House's Office of Homeland Security, a report from one of the Security Preparedness Task Forces at the Medical Center, along with other pertinent information. In addition, he said, each parent of a GW undergraduate student will receive two vest-type "GW Connection" cards in the mail, which will provide helpful telephone numbers for easy reference. Community living and learning staff have also been issued two-way radio equipment, so that all residence hall desks can receive instantaneous notification in the event of another emergency.

Vice President for Communications Michael Freedman then introduced Dr. John Petrie, who joined the GW staff just the past week as the University's new Assistant Vice President for Public Safety and Emergency Management. He said that Dr. Petrie was the former commanding officer of Naval Station Norfolk and comes to GW with a vast amount of experience in both emergency preparedness and higher education. Dr. Petrie earned his Ph.D. in International Law and International Security at the Fletcher School of Law and Diplomacy. Dr. Petrie would work with him, he said, as well as Ms. Stafford of University Police, and Mr. Yohe of Risk Management in formulating the University's emergency response.

Dr. Petrie thanked the Senate for inviting him to the meeting, and said that he would be working with all of the constituencies of the University in order to coordinate emergency preparedness and public safety efforts. That would mean, he said, obtaining all of the input he could get, from the Vice Presidents to the Deans, faculty, staff, and students. This effort was already underway, he said, and he would begin the process of defining pertinent questions, gathering and assessing data, and preparing a concise statement of the next steps to be taken. He said he felt this effort would be successful if, in the end, the University community felt that GW was acting on behalf of every constituency and doing for them the best that could be done. Professor West then asked Dr. Petrie for his e-mail address, and he responded that he could be reached at [jpetrie@gwu.edu](mailto:jpetrie@gwu.edu).

Vice President Freedman then introduced Ms. Dolores Stafford, the Director of University Police, a long-time member of the University community, and the lead person in establishing new emergency plans for the University. Ms. Stafford began by saying that University Police have been working very hard with the D.C. City Emergency Management Agency, and one of the things they have learned is that the agency had a number of "old" plans, and since September 11<sup>th</sup>, has created quite a number of new plans. For the first time, University Police have been able to obtain copies of these plans, so work is underway to coordinate the two. It will also be necessary, she said, to ensure that the Federal emergency plans coordinate with the City's new plans. In this way, hopefully, all local law enforcement offices will be acting in concert, rather than repeating the scenario on September 11<sup>th</sup>, when the District government was moving in one direction by closing streets and bridges, and the Federal government was moving in the other direction and ordering personnel evacuated., and the University was caught between the two. For the first time, the City's new Emergency Management Agency Command Center has the ability to stay in contact, on

a 24-hour basis, with GW and the other Consortium university police departments and directors. This improved communication, she said, would be vital in order for law enforcement agencies to effectively implement plans under development.

Vice President Freedman concluded by thanking Senate members, since he said that he knew that many of them were catalysts in keeping the University community calm and in working effectively with students, faculty, and staff during this troubled time.

#### REPORT ON THE COLUMBIAN COLLEGE OF ARTS AND SCIENCES

Interim Dean Jean Folkerts of the Columbian College of Arts and Sciences presented a report on the School which covered enrollment statistics. In addition, statistics concerning faculty were included. She also presented an update on the Columbian College's Centuries Campaign, which has reached 93% of its \$55 million goal. There has also been increased support, she said, for the School's Dean's Fund. Dean Folkerts then briefly touched upon other activity of note in the College, among which were research and grant activity, changes and improvements in advising, curriculum, the local support partner program, and finally, Strategic Planning for Academic Excellence, which is underway. (A copy of Interim Dean Folkert's Report is attached to these minutes.)

#### GENERAL BUSINESS

##### I. NOMINATIONS TO SENATE STANDING COMMITTEES

Professor Griffith moved the nomination for election of Professor David Ramaker to the Fiscal Planning & Budgeting Committee. The nomination was approved.

##### II. REPORT OF THE EXECUTIVE COMMITTEE

Professor Robinson presented the Report of the Executive Committee, which is enclosed.

##### III. INTERIM REPORTS OF SENATE COMMITTEES

Professor Ginger Smith, Acting Chair of the Faculty Development and Support Committee, submitted an Interim Report. (The Report is attached to these minutes.)

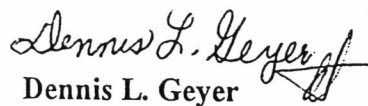
#### BRIEF STATEMENTS (AND QUESTIONS)

On behalf of Professor McAleavey, Faculty Co-Chair of the Joint Committee of Faculty Students, Professor Robinson read the following brief statement as he had to leave the meeting early:

On behalf of the Joint Committee of Faculty and Students, I would like to thank Professors Wilmarth, Gupta, Glascock, and Yezer for their contributions to recent discussions regarding possible revisions to the University Code of Academic Integrity. This is applause for their conscientious efforts above and beyond the usual understanding of duty to the Faculty Senate.

ADJOURNMENT

Upon motion made and seconded, the meeting was adjourned by Vice President Lehman at 4:35 p.m.

  
Dennis L. Geyer  
Secretary

**A RESOLUTION ON RETIREMENT BENEFITS (01/3)**

WHEREAS, the University has an institutional interest in facilitating the retirement of full-time active-status faculty, as well as an institutional commitment to encourage scholarly activity; and

WHEREAS, some full-time active-status faculty look to the University to continue to support their scholarly activities in their retirement; NOW, THEREFORE

**BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY**

- (1) That at the time of their retirement and upon their request, full-time active-status faculty ~~who have been and intend to remain active in their scholarly fields~~ will
  - (a) be accorded a voice-mail tenant account for a period of up to one year at University expense, after which time retirees may retain such accounts at their own expense; further, that the availability of such accounts be noted in the Faculty Handbook; and
  - (b) retain their GW e-mail address, accessible, however, through their own internet service provider, and that the Faculty Handbook so note; and
- (2) That whenever feasible, academic units will assist their full-time active-status faculty in relocating the contents of their campus offices to off-campus sites at the time of their retirement; further, that the Faculty Handbook note that retirees may request such assistance; and
- (3) That whenever feasible, academic units will provide shared office space for retired members of their full-time active-status faculty who remain active in their scholarly fields; further, that the Faculty Handbook note that such arrangements may be made.

Appointment, Salary, and Promotion Policies Committee  
November 9, 2001

Adopted, as amended, December 14, 2001

A RESOLUTION ON THE FACULTY STATEMENT CONCERNING STRATEGIC  
PLANNING FOR ACADEMIC EXCELLENCE (01/4)

WHEREAS, the Faculty Code of The George Washington University, Section IX  
mandates that:

*The regular, active-status faculty shares with the officers of the administration the  
responsibility for the effective operation of the departments and schools and the  
University as a whole. . . The regular active-status faculty . . . participates in the  
formulation of policy and planning decisions affecting the quality of education  
and life at the University; and*

WHEREAS, *academic* excellence can best be discerned by members of the faculty; and

WHEREAS, the committee that will recommend proposals to the administration was  
constituted without input from the Faculty Senate (an action contrary to the spirit of  
Faculty Senate Resolution 91/3 adopted, as amended, October 11, 1991); and

WHEREAS, the criteria for the proposals sought by the administration are vague and  
unfocused, the goals of the program are unclear, and the process of determining the  
Centers of Academic Excellence is flawed; and

WHEREAS, the process that the administration has laid out is accelerated to such an  
extent that the submission of thoughtful proposals is rendered difficult if not impossible;  
NOW THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON  
UNIVERSITY

That the Administration postpone until March 1<sup>st</sup> ~~it's the deadline for faculty proposals~~  
to the Academic Excellence Strategic Planning Committee for one calendar year in order  
to: 1) allow for ~~appropriate faculty~~ Faculty Senate input into the ~~constitution of the~~  
~~committee process~~ that will recommend faculty proposals to the administration; 2) more  
clearly define the criteria for the proposals, the goals of the program, and the process  
whereby the centers will be chosen; (3) encourage broader faculty participation in the  
formulation of strategic planning goals within each school; and 4) allow more adequate  
time for the formulation and submission of thoughtful faculty proposals.

Educational Policy Committee, 11/29/01

Adopted, as amended, December 14, 2001





DEPARTMENT OF TOURISM AND HOSPITALITY MANAGEMENT

## INTERIM REPORT OF THE FACULTY SENATE COMMITTEE ON FACULTY DEVELOPMENT AND SUPPORT

December 14, 2001

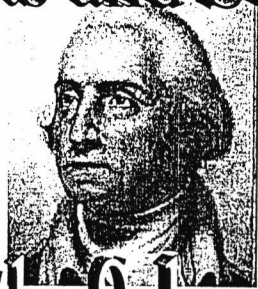
The Committee on Faculty Development and Support has invested its time during the interim period conducting an information gathering process to ensure that the Committee has in hand all documents mentioned by Vice President for Academic Affairs Don Lehman on November 9, 2001. These include the collection of the annual reports, "Report on Recruitment and Retention of Women Faculty and Faculty of Color," and a search of the Senate minutes for additional information.

The Committee also has established contact with Professor Miriam Galston of the Law School, chair of the Committee on the Status of Women Faculty and Librarians, and Murli M. Gupta, former chair of the Faculty Development and Support Committee to ensure open communications regarding the Committee's work plan.

Submitted by:  
Ginger Smith, Ph.D.  
Director, AMTA  
SBPM

Committee members:  
Ginger Smith, Acting Chair, SBPM  
Prabhir Bagchi, Business Administration, SBPM  
Natalie Frank, Psychology  
Amy Mazur, Education, DTPSE  
Carlos Palant, Medicine  
Carl Steiner, Emeritus, German

# The Columbian College of Arts and Sciences



## State of the School Address

*"Where it all begins..."*

# Student Enrollment



## Undergraduate Enrollment

	Full Time	Part Time	Continuous Enrollment	Continuing Research	Included in Official Counts
Fall 2001	4975	157	28	0	5160
Fall 2000	4411	180	41	0	4632
Fall 1999	4097	180	70	0	4347
Fall 1998	3734	172	72	0	3978
Fall 1997	3735	177	79	0	3991

\*Does not include students on Leave of Absence or Study Abroad.

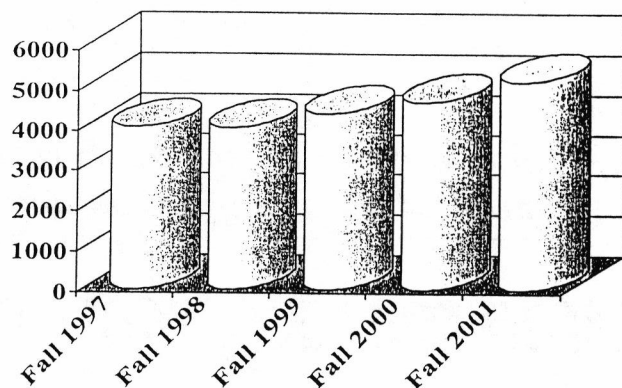
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### Percentages

	Full Time	Part Time	Continuous Enrollment	Continuing Research	Included in Official Counts
Fall 2001	96.41%	3.04%	0.54%	0	100%
Fall 2000	95.23%	3.89%	0.89%	0	100%
Fall 1999	94.25%	4.14%	1.61%	0	100%
Fall 1998	93.87%	4.32%	1.81%	0	100%
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# Undergraduate Enrollment



# Graduate Enrollment

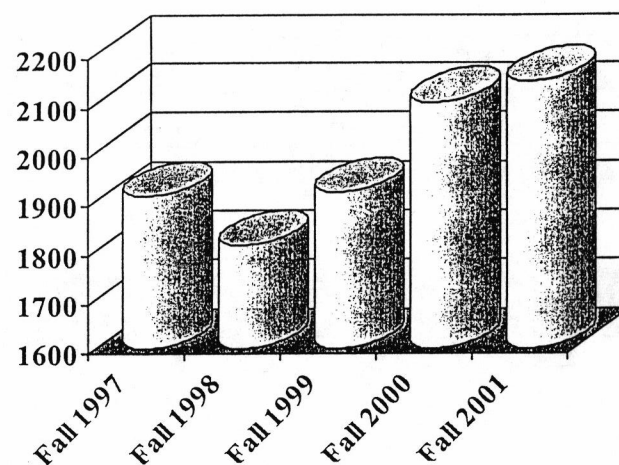
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# Graduate Enrollment

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Fall 2000	44.53%	36.87%	9.61%	8.99%	100%
Fall 1999	41.94%	38.86%	11.68%	7.51%	100%
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# Graduate Enrollment



# Ph.D. Enrollment

	Full Time	Part Time	Continuous Enrollment	Continuing Research	Included in Official Counts
Fall 2001	213	285	71	143	712
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# Regular Active Status Faculty

<i>Non-Tenure Track and Tenure Lines</i>				
2000	1999	1998	1997	1996
374	371	360	347	343

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# Limited Service Faculty

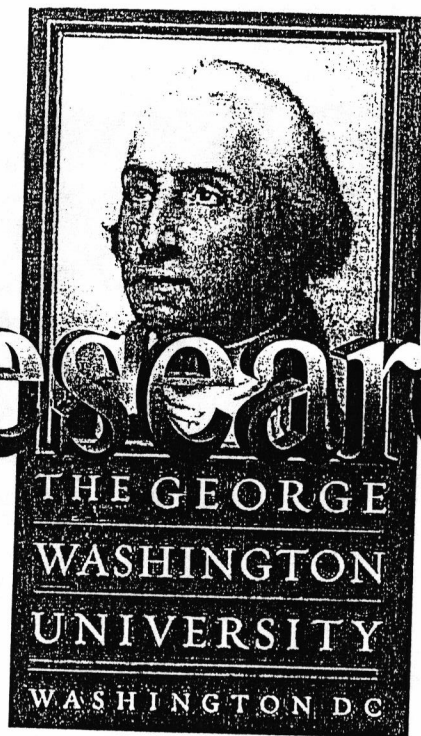
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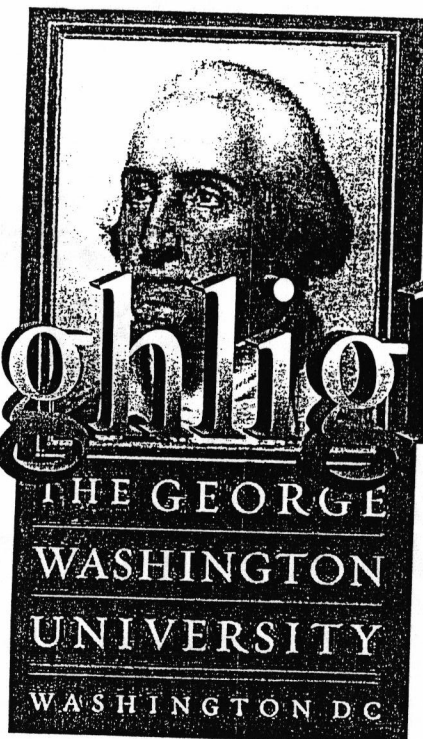
# Research Faculty

<i>Research Faculty</i>				
2000	1999	1998	1997	1996
20	15	23	20	23

# Research



# Highlights



## Grant Activity

The overall picture for sponsored research/projects in CCAS in terms of dollars received is very positive. By May 2, 2001, the total amount of expenditures for sponsored projects for CCAS was \$21,105,732 (exclusive of indirect costs of \$2,304,576). This was a 32% increase over the previous FY's totals.

## Advising



Full-time advisors have increased by two since July 2000.

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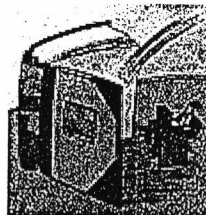


# Strategic Planning for Academic Excellence



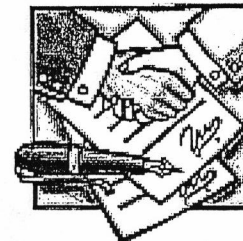
For now and the future.

# Dean's Seminars



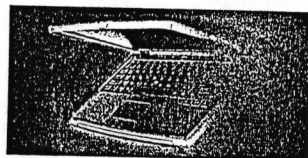
Special interest courses taught by some of Columbia College's finest professors introducing Freshman in their first semester to highly specialized courses.

# Organizational Science



Organizational Sciences Department and Communications Department to merge.

# Local Support Partners



LSPs have moved to a bigger and better location, 609 22nd Street.

One more full-time LSP is to be hired.

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# SMMPA



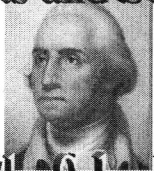
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General Curriculum Requirements have been simplified and offer more variety.

**The Columbian College  
of Arts and Sciences**

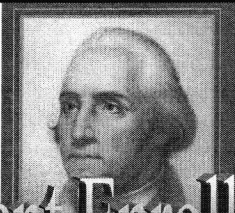


**State of the School Address**

*"Where it all begins..."*

*Per your  
request from  
Jean.*

*Maxine  
Received 11/7/02*



**Student Enrollment**

THE GEORGE  
WASHINGTON  
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WASHINGTON DC

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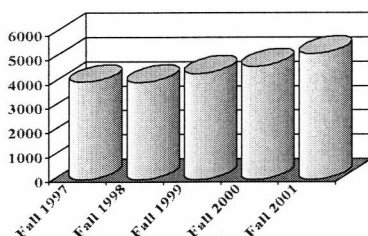
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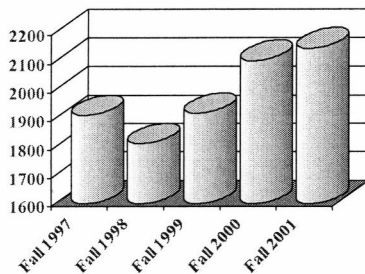
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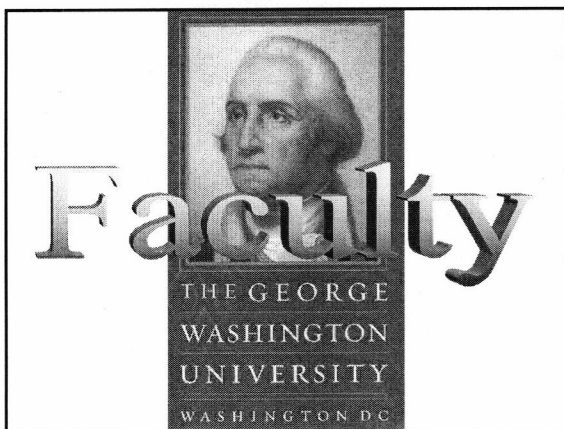
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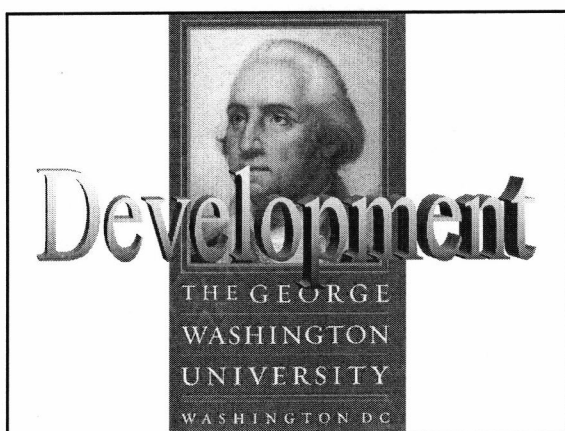
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## Update

The Columbian College of Arts and Sciences' Centuries Campaign has reached 93% of its \$55 million goal, with over \$51.5 million committed as of the second quarter of FY 02. Much of the Campaign's progress is due to the generosity of the members of the National Councils for Arts and Sciences and Media and Public Affairs. Both groups have grown in membership in the past several years and continue to offer the best opportunity for major donor prospects to renew their association with the University and contribute significant financial resources. The membership is national, with the two meetings per year being held in Washington and a city outside of the metro area.

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## Update cont...

The Development Office focuses much of its effort on raising funds for endowments for scholarships, fellowships, and the Dean's Fund for Excellence. The increased support for the Dean's Fund is a good example of the growing success of the College's development program. In FY 98, \$73,415 was raised. For fiscal years 1999, 2000, and 2001, the amounts raised were \$120,316, \$201,371, and \$375,290 respectively. The Dean's Fund provides resources for the unexpected and provides much-needed funds for a wide range of programs, including faculty research support, equipment upgrades, conference travel, and much more.

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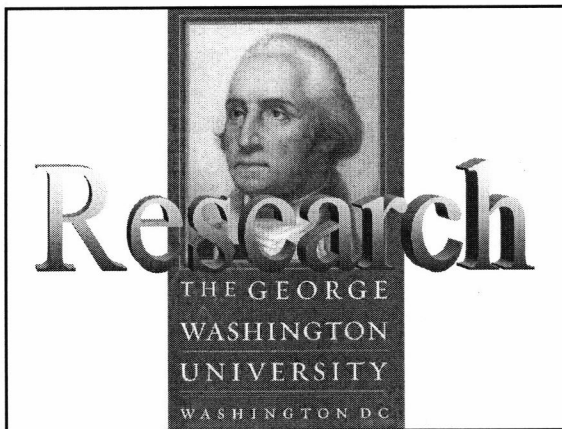
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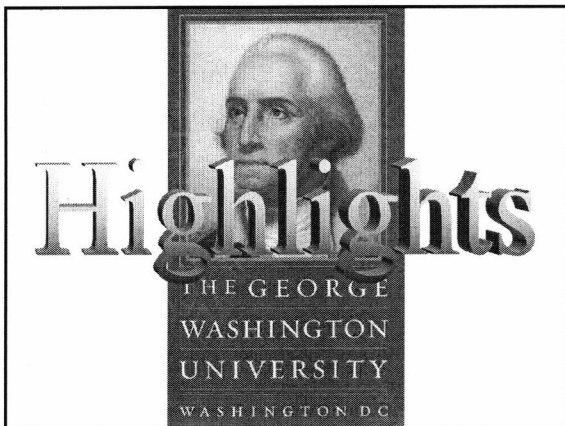
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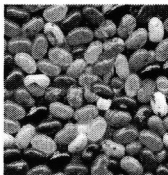
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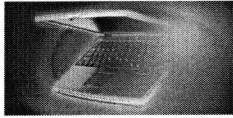
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## SMPA



New Media and Public Affairs Building completed in March 2001.

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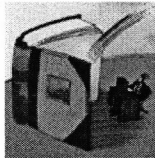
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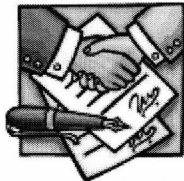
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# Organizational Sciences



Organizational Sciences Department and  
Communications Department to merge.

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# Strategic Planning for Academic Excellence



For now and the future.

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REPORT OF THE EXECUTIVE COMMITTEE  
December 14, 2001  
Professor Lilien F. Robinson, Chair

ELECTION OF FACULTY SENATE MEMBERS FOR 2002-2003 SESSION

A memorandum from the Executive Committee has been sent to the Deans regarding election of members of the Faculty Senate from their respective schools. The Faculty Organization Plan requires that these elections take place prior to March 15, and the Executive Committee has requested that the results be transmitted prior to that date so that the organization of the Senate for the 2002-03 Session can be accomplished. The Executive Committee would appreciate your assistance in having this item placed on the agenda for the next meeting of your school.

UPCOMING MATTERS

1. The Executive Committee plans to request a report from the Administration on the current status of the University Club for presentation at the January Senate meeting
2. The Executive Committee plans to invite Dean Whitaker to speak with respect to the current status of the College of Professional Studies. The Executive Committee is especially interested in the matter of faculty participation in general and, specifically, in the operation of the Dean's Council, and the development of curricula.
3. The Executive Committee is working on resolutions pertaining to modifications with respect to Senate standing committees.

ANNOUNCEMENTS

The next meeting of the Executive Committee is on December 21st. At that time the agenda for the January 18th Senate meeting will be set. Any resolutions and other items of business you may have should be submitted prior to December 21st.

Please be reminded that the University's annual holiday party is scheduled for December 18, 2-4:30 on the 3rd floor of the Marvin Center. Faculty participation is especially encouraged as this is one of the opportunities to



share some time with faculty, staff, and administration from throughout the University.

As you know, President Trachtenberg was unable to attend today's meeting. He has asked that I convey his good wishes for the holidays and the New Year.

I would also like to extend, on behalf of the Executive Committee, sincere wishes for the Holiday Season and for a peaceful, healthy, and productive New Year.

THE GEORGE WASHINGTON UNIVERSITY  
Washington, D.C.


The Faculty Senate

December 4, 2001

The Faculty Senate will meet on Friday, December 14, 2001, at 2:10 p.m., in the Alumni House, First Floor, 1925 F Street, N.W.

AGENDA

1. Call to order
2. Approval of the minutes of the regular meeting of November 9, 2001, as distributed
3. Introduction of Resolutions
4. Resolutions
  - (a) A RESOLUTION ON RETIREMENT BENEFITS (01/3); Professor Emmet R. Kennedy, Jr., Chair, Appointment, Salary and Promotion Policies Committee
  - (b) A RESOLUTION ON THE FACULTY STATEMENT CONCERNING STRATEGIC PLANNING FOR ACADEMIC EXCELLENCE (01/4); Professor Paul B. Duff, Chair, Educational Policy Committee
5. Update on the University's preparation for institutional response in the event of another emergency by Michael G. Freedman, Vice President for Communications
6. Report on the Columbian College of Arts and Sciences by Interim Dean Jean Folkerts
7. General Business:
  - a) Report of the Executive Committee: Professor Lilien F. Robinson, Chair
  - b) Interim Reports of Senate Standing Committees
8. Brief Statements (and Questions)
9. Adjournment

  
Dennis L. Geyer  
Secretary

## A RESOLUTION ON RETIREMENT BENEFITS (01/3)

WHEREAS, the University has an institutional interest in facilitating the retirement of full-time active-status faculty, as well as an institutional commitment to encourage scholarly activity; and

WHEREAS, some full-time active-status faculty look to the University to continue to support their scholarly activities in their retirement; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

- (1) That at the time of their retirement and upon their request, full-time active-status faculty who have been and intend to remain active in their scholarly fields will
  - (a) be accorded a voice-mail tenant account for a period of up to one year at University expense, after which time retirees may retain such accounts at their own expense; further, that the availability of such accounts be noted in the Faculty Handbook; and
  - (b) retain their GW e-mail address, accessible, however, through their own internet service provider, and that the Faculty Handbook so note; and
- (2) That whenever feasible, academic units will assist their full-time active-status faculty in relocating the contents of their campus offices to off-campus sites at the time of their retirement; further, that the Faculty Handbook so note; and
- (3) That whenever feasible, academic units will provide shared office space for retired members of their full-time active-status faculty who remain active in their scholarly fields; further, that the Faculty Handbook note that such arrangements may be made.

Appointment, Salary, and Promotion Policies Committee  
November 9, 2001

A RESOLUTION ON THE FACULTY STATEMENT CONCERNING STRATEGIC  
PLANNING FOR ACADEMIC EXCELLENCE (01/4)

WHEREAS, the Faculty Code of The George Washington University, Section IX  
mandates that:

*The regular, active-status faculty shares with the officers of the administration the  
responsibility for the effective operation of the departments and schools and the  
University as a whole. . . The regular active-status faculty . . . participates in the  
formulation of policy and planning decisions affecting the quality of education  
and life at the University; and*

WHEREAS, *academic* excellence can best be discerned by members of the faculty; and

WHEREAS, the committee that will recommend proposals to the administration was  
constituted without input from the Faculty Senate (an action contrary to the spirit of attached  
Faculty Senate Resolution 91/3 adopted, as amended, October 11, 1991); and

WHEREAS, the criteria for the proposals sought by the administration are vague and  
unfocused, the goals of the program are unclear, and the process of determining the  
Centers of Academic Excellence is flawed; and

WHEREAS, the process that the administration has laid out is accelerated to such an  
extent that the submission of thoughtful proposals is rendered difficult if not impossible;  
NOW THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON  
UNIVERSITY

That the Administration postpone its Strategic Planning for Academic Excellence for one  
calendar year in order to: 1) allow for appropriate faculty input into the constitution of the  
committee that will recommend proposals to the administration; 2) clearly define the  
criteria for the proposals, the goals of the program, and the process whereby the centers  
will be chosen; and 3) allow adequate time for the formulation and submission of  
thoughtful faculty proposals.

Educational Policy Committee, 11/29/01

[Any inquiries about this resolution should be directed to Professor Garris, Executive Committee, Ext. 4-3646].

A RESOLUTION TO IMPLEMENT RECOMMENDATION 8 ON THE USE OF FACULTY ON ADMINISTRATIVE COMMITTEES, SUBCOMMITTEES, TASK FORCES AND WORKING GROUPS (91/3)

WHEREAS, effective communication among the constituent elements of the University community is essential to the achievement of success across the full range of institutional objectives; and

WHEREAS, the faculty seeks to enhance its role and influence as a constituent in the University community through improved communication in a manner that would serve the University's larger need to develop and sustain unified responses to the challenges of operating in today's uniquely difficult environment; and

WHEREAS, such effective communication is best achieved by the participation of legitimate representatives of the faculty on administrative committees, and designation by the Faculty Senate legitimizes standing as a representative of the faculty; NOW THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

(1) That, under normal circumstances, no faculty members should be appointed as representatives of the faculty by a University administrator to any committee (including all ad hoc committees, task forces, and working groups), or to any liaison function, without consultation with and the approval of the Faculty Senate Executive Committee; and

(2) That all faculty members named as representatives of the faculty on administrative committees assume an affirmative obligation to report to the Faculty Senate on a regular basis on the activities of their respective committees.

Faculty Senate Executive Committee  
September 27, 1991

Adopted, as amended, October 11, 1991



Report on Recommendation 8 of the  
Special Committee to Study the Structure and Functioning  
of the Senate

by C. A. Garriss, 9/27/91

Recommendation 8:

No faculty members should be appointed by a University administrator to any committee (including all ad hoc committees and working groups), or to any liaison function, without consultation with the Faculty Senate Executive Committee. All faculty members appointed to committees assume an affirmative obligation to report to the Faculty Senate on a regular basis on the activities of their respective committees.

Committee's Rationale:

1. A central goal of the Senate is to enhance the role and influence of the faculty as a constituent of the University community through improved communication, but, in a manner that would serve the University's larger need to develop and sustain unified responses to the challenges of operating in today's uniquely difficult environment.
2. Faculty appointed by administrators without Senate approval are not legitimate representatives of the faculty. Without such legitimization, it is widely perceived among the faculty that the administration is relying increasingly on these less formal structures at the expense of their formal counterparts to circumvent the potential influence of the duly elected representatives of the faculty. Committee members selected without Senate endorsement or contact do not have the authority to speak as representatives of the faculty (although they are nevertheless called upon to do so).
3. Faculty who serve on administrative committees without Senatorial endorsement do not have a specific mechanism, or even mandate, to keep a defined faculty constituency apprised of their efforts or ground their actions in faculty approbation. As a result, decision-making in such groups may be more efficient than might otherwise be the case, but it may be deficient in its effectiveness broadly defined.
4. The relationship between a faculty and an administration inevitably entails a balancing of deliberation with action, of institutional conservatism with change, and of the traditional adversarial character of faculty-administration relations. These issues are of particular salience in the structuring and use of committees since such groups represent the coming together of potentially divergent interests at what is typically, in operational terms, a level of genuine decision-making.



President's Response:

The involvement of faculty in administrative committees has been demonstrated to be profitable in the past and there is every intention to persist in the future. The administration will endeavor to consult with the Faculty Senate, as appropriate, in considering the designation of faculty members to its committees, subcommittees, task forces, etc. However, it seems unnecessarily restrictive and perhaps unsound to state as a matter of categorical procedure, that all faculty appointments to administrative committees and task forces "should be made in consultation with the Executive Committee of the Faculty Senate". We would not anticipate that there would be many occasions when consultation is overlooked or determined inappropriate but we would be reluctant to surrender flexibility as a matter of policy.

Recommended Response of Executive Committee

It is clearly the administration's prerogative to solicit assistance and consultation from the faculty in order to assist them in advancing the interests of the university without consultation or endorsement of the Senate. Such individual faculty may be selected because of their unique expertise, working relationships with administrators, or for whatever profound or arbitrary reason that the administration deems appropriate. However, it is the position of the Senate that in the absence of such consultation with the Senate Executive Committee, such faculty are not to be construed as legitimate representatives of the faculty. All faculty endorsed by the Senate Executive Committee to serve on administrative groups would be expected to report their actions to designated faculty constituencies. It is also the position of the Senate that administrative committees with legitimate faculty representatives better serve the interests of the university by virtue of their actions being grounded in faculty approbation and their interactive relationships with interested faculty groups. Such relationships between administration and faculty engender a spirit of cooperation which serves the university well.